

Childminder report

Inspection date: 21 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are cared for in a safe and homely environment. They show that they are happy and settled in the childminder's care. The childminder gives children plenty of praise and encouragement. This helps them to build good levels of confidence and self-esteem. Children have very secure attachments with the childminder. The childminder provides a stimulating and well-resourced environment for children to play and learn in. Children are curious about the world around them and interested in finding things out and exploring activities. They have many opportunities for sensory play, such as investigating leaves and water. The childminder gently supports and encourages children to persevere, for example, when completing puzzles. They show determination and pride when their jigsaw puzzles are complete. Young children begin to learn about technology. They operate electronic toys and enjoy exploring torches.

Children behave very well. The childminder has high expectations for their behaviour. She encourages children to listen, share and take turns. The childminder provides children with good opportunities to explore their local community. They regularly visit groups to meet with other children. These experiences help children to develop their social skills in larger groups. Children begin to manage their self-care needs and develop their independence. Young children learn to wash their hands and feed themselves.

What does the early years setting do well and what does it need to do better?

- The childminder places an emphasis on developing children's early language skills. She provides a commentary on their play and introduces new vocabulary. Children listen well and copy new words. The childminder supports children to learn songs and rhymes.
- Children have many opportunities to develop the skills they later need for writing. Young children engage in making marks with paint, using brushes, sponges and their hands. They make marks with water on mats. Older children have free access to materials such as pens, pencils and paper to practise their writing when they play.
- The childminder provides experiences that interest children and take account of what they need to learn next. Children are motivated to engage in activities. However, the childminder sometimes moves children on too quickly to different activities when they are deeply involved in their play, which interrupts their learning.
- The childminder supports children with special educational needs and/or disabilities to make progress in their learning. She provides visual prompts and timetables to help them to manage their behaviour and understand what is happening next. The childminder works effectively with other professionals to

provide continuity in children's learning.

- The childminder supports children's mathematical development well. She talks about colour and size when children play, and models counting. Children learn to problem solve, such as when they complete shape sorters.
- The childminder encourages young children to develop an interest in books and reading. Children enjoy cuddling up to the childminder to look at pictures and listen to their favourite stories. The childminder reads clearly and points out illustrations that children find interesting, encouraging them to turn the pages.
- The childminder makes sure that all mandatory training is kept up to date. She regularly extends her professional development around safeguarding and meets with other childminders to gather new ideas. However, she has not fully explored ways to develop an expert knowledge of teaching and learning.
- The childminder works in close partnership with parents. She speaks to parents and keeps them up to date about their children's progress. The childminder gives parents story sacks to borrow, which encourages them to read with their children at home. Parents comment that they are very happy with the service offered and that their children love coming to the childminder's home.
- The childminder collects detailed information from parents when their children first start. For example, she finds out about children's interests, routines and what they know and can do. This helps her to provide good consistency in care and learning from the beginning.
- Children are encouraged to follow healthy lifestyles. They learn about foods that are good for them and the childminder provides them with healthy and home-cooked meals. Older children enjoy taking part in preparing their own meals. The childminder offers children regular time outdoors to be physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to protect children and keep them safe. She knows how to recognise when a child may be at risk of harm. The childminder understands the local referral procedures to follow if she is concerned about a child. She helps children to develop a good awareness of how to keep themselves safe. Older children are encouraged to learn about online safety. The childminder provides leaflets and advice for parents about internet safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give children more time to be deeply involved in their play to make sure that they have the freedom to be fully engaged in their learning
- extend professional development opportunities to help enhance skills and knowledge in the area of teaching to an even higher level.

Setting details

Unique reference number	EY259826
Local authority	Northumberland
Inspection number	10117057
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in Cramlington, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development. The childminder and inspector reflected together on children's learning during their play.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of those living on the premises and training certificates.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from written statements available.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019